Online Learning Experiences During Covid-19 Pandemic: The Learners’ and Parents’ Drawbacks and Wisdoms

I Putu Chandra Guna Krisna
Post Graduate Student, Universitas Pendidikan Ganesha

Luh Putu Artini
First Supervisor, Universitas Pendidikan Ganesha

Ni Nyoman Padmadewi
Second Supervisor, Universitas Pendidikan Ganesha

Abstract
This article describes learners’ and parents’ drawbacks during the online learning implementation. The present research is a systematic literature review. In order to get findings, the researcher explored literatures from many journals accredited Scopus and Sinta. The literatures were used as the primary source of answering the research questions, such as, 1) what are the online learning drawbacks faced by the learners? 2) what are the online learning drawbacks faced by the parents?; and 3) what are the wisdoms learned? The findings reveal that there were various of drawbacks faced by learners around the globe, from the lack of internet connection to child abuse. Moreover, mostly, the parents’ drawbacks came from anxiety towards their children’s education and the system of online learning to the incapability of facilitating the learning. The lessons learned were varied according to the drawbacks both parties must face.

Keywords: drawbacks, learner, online learning, parents, wisdoms

1. INTRODUCTION
Online learning is one effective solution to help breaking the chain of Covid-19 transmission (Mirawati et al., 2020). This reflects that the Covid-19 pandemic has impacted so many sectors, especially teaching and learning activities. Further educational impacts caused by the pandemic are varied, from the government’s, institutions’, teachers’, to especially parents’ and students’ point of view.

Mostly, according to the UN in 2020, there is 94 percent of learners, which is about 300 million students, in more than 190 countries in the world experience enormous learning disruption (Mirawati et al., 2020; Xhelili et al., 2021). The phenomena, sadly, threatens their future educational rights. The nearest impacts are they must conduct all of their learning activities online, from the entrance, exams, to graduation tests. Some boarding schools even have to send their students home to study online.

Online learning system is a learning system which optimally utilizes internet network. Teachers are required to maintain the continuity of the learning process even though they must conduct it distantly. Additionally, innovative learning media as the result of online media utilization becomes one important thing to be included in online learning (Mirawati et al., 2020).

Online is assisted by several social media, applications, and learning management system (LMS). The social media are WhatsApp, Telegram, and Instagram. Moreover, the applications are Ruang Guru, Zenius, and Quipper. Additionally, the LMS are Google Classroom and Edmodo.

Online learning conducted during the pandemic put high expectations. It is expected to become innovative learning solutions during pandemic and produce outstanding learning results. There are some befits provided and expected from the implementation of online learning itself, such as, students-centered learning, flexibility, limited social interaction to cut the chain of Covid-19 pandemic spread, and low cost.

Yet, literature prove that there are many drawbacks faced by the stakeholders during its implementation. The online learning does not seem substituting the classroom environment, where the students find it hard to gain the same amount of knowledge they would gain in the traditional atmosphere (Spurlock-Johnson et al., 2004 in Xhelili et al., 2021). Many problems also faced by students in terms of lacking motivation and not having suitable learning environment due to isolation (Bao, 2020 in Xhelili et al., 2021). Whatever the drawbacks perceived by the learners and parents must be taken into consideration in the preparation of the further curriculum (Mirawati et al., 2020). According to that particular reason, it is proven that further research concerning on online learning drawbacks must be conducted so that more information regarding to the drawbacks of online learning can be studied deeper to eventually be solved or at least decreased.

The present research is library research. The research based on one big question, which was, “how online learning experienced by parents and learners?” However, the question was broken down into three research questions, such as, 1) what are...
the online learning drawbacks faced by the learners? 2) what are the online learning drawbacks faced by the parents? and 3) what are the lesson learned?

2. RESEARCH METHODS

This research is a systematic literature review. The research aimed at answering the three research questions. In order to get findings, the researcher explored literatures from many journals accredited Scopus and Sinta. The literatures were used as the primary source of answering the research questions mentioned.


The articles’ eligibility criteria were adapted from Rasheed et al. (2020)’s and divided into two; inclusion and exclusion. The inclusion criteria such as, 1) Online Learning must be the topic center; 2) empirical studies; 3) the main investigation is Online Learning in educational sector; and 4) must be from at least 5 years publication. The exclusion criteria such as, 1) book chapter reviews; 3) non-English articles; and 4) articles that the full text was not available.

3. FINDINGS AND DISCUSSION

Learners’ Drawbacks during Online Learning

Online learning takes place almost fully since 2020 due to the Covid-19 pandemic situation. There are several benefits promised by its implementation. The utilization of technology and internet, effectiveness in time, places, and less cost are one of those. And yet, there are many drawbacks followed. Below is the explanation gained from the empirical literatures.

In Albania, Xhelili et al. (2021) state that the main drawbacks faced by the learners are the unavailability of internet connection and the lack of technology devices. The learners that enrolled in the technology-based programs and those with high academic performance are more comfortable and satisfied with online classes. Yet, the ones who are in vice versa condition do not agree with this statement.

According to the adaptation data gained in this research, only 52.5% learners adapted easily to online learning during the pandemic. Additionally, there are 14.2% learners state that the learning process is easier to follow and understand through online. The learners who enrolled to the technology-based fields had less-difficulty in acquiring the materials than the students who attend other study programs. The data is supported by the perception data of the learners. There are about 68.1% of the learners agree that they are more motivated in the offline class. There are about 64.9% of the learners say they are more productive and committed to the study in the face-to-face condition.

In Norway, Melgaard et al. (2021) investigated online learning implementation relating it with the act of procrastination committed by the learners. Online learning, in fact, particularly impacts the academic procastinators. It is found out that there are differences between the procrastinators and the non-procrastinators. The procrastinators are encountering s higher degree of challenges related to motivation as opposed to non-procrastinators. The second challenge is the use of camera and its engagement with the students.

According to the anxiety level of academic performance, procrastinators are more anxious about exams and grades compared to the non-procrastinators. Related to the challenges to stay motivated and spending much less time for their study, non-procrastinations are not affected, but the procrastinators are. In time management, extreme procrastinators have major challenges with structuring their everyday routines, while non-procrastinators thrive and positively use the time to study. In participating in the learning activities, the effects are felt by both the procrastinators and the non-procrastinators. Additionally, both categories also felt easy to get distracted and uneasy with the use of camera in the online class.

Learning quality, especially online learning is seen from how high its level of digital access and efficiency (Muthuprasad et al., 2021). Yet, how a big challenge regarding to the suitability of devices and bandwidth availability slap a developing country like India right in the face? Yes, it is right, the implementation of online learning in a developing country like India is like a huge social experiment since online learning in the pre-pandemic context was implemented in small scales. Moreover, practical courses need special concerns. Thus, the research of agricultural education students’ perception and preference towards the online education was conducted.

The results of the research reveal that majority of the students (67.1%) agreed that online learning can be a substitute to traditional learning when it is needed. Moreover, the other 30% students were anxious due to their inability to focus on curriculum because of the fear of the pandemic and the technological constraints. Most of the students (57.98%) preferred smartphones to be utilized in online learning compared to other types of tools. Additionally, the rest of the students preferred other devices, such as, laptop, tablet, and desktop. The students also preferred to use mobile pack data as the internet sources and believed that WhatsApp is the most effective apps to communicate about the class update. The research also revealed that students preferred to enjoy live classes and recorded classes which were uploaded to YouTube/website/any platforms since it gave them flexibility in learning. The majority of the students also enjoyed video content supplemented with reading materials. It was found that technological constraint, distractions, instructor’s incompetency, learner’s inefficacy, and health issue were the challenges in the learner’s learning experience. Which above all those factors, technological constraint was dominating.

The majority of Indonesian learners already knew that online learning is positively impactful towards their study (Maskun et al., 2020). This was proven by a data obtained in the study that all participants already familiar to the learning method and realized
that online learning can increase the students’ learning outcomes and very satisfied with the implementation.

However, Mirawati et al. (2020) reveal that there are some drawbacks faced by Indonesian learners, such as, inappropriate learning environment, distractions, parents’ interference, boredom, and limited social interactions and internet credits.

Learning must be conducted in appropriate and ideal places. Yet, the research found that most of the learners spend their time by studying in their own rooms, the family room, and in the living room. Moreover, due to signal errors, some of them have to study in the house terrace to get stronger signal. This has related to the learners’ backgrounds, economic conditions, and the learning environment support.

Since the online learning implemented, the utilization of internet and technology has arisen more. Moreover, most of the time, learners spend their time with their gadget; cellphones or laptops. In the implementation, many students do not utilize the gadgets to learn effectively. Yet, they spend their time with their gadgets chatting with family and watching Korean dramas.

Since the learners must join the learning from home, they feel comfortable due to more family time and a lot of food provided (Mirawati et al., 2020). Yet, the comfortability is followed by the opposite situation such as parents’ interference. Parents, in this context feel too much worry thus they ask their children about their education progress. It is okay for a while, yet, when the parents ask the same question all over again, the children feel interfered frequently. The learners want their parents to pay attention to their education, yet, not to interfere. The parents should not ask them too many questions, but better to ask about their education only occasionally.

Boredom is bound to happen in the same pattern over and over again. The learners started to feel bored when they must finish lots of tasks even though they still feel difficulties in understanding the materials. The teachers’ lack of knowledge and expertise in creating fun and innovative learning, also engaging, supportive, and positive online environment for their students is blamed because when the process is not handled well, then it is potentially becoming the source of stress.

Humans are the creatures of social. Humans without direct context of interaction are those who are friends with emptiness. This condition is mostly felt by the learners during online learning. They cannot meet their friends directly and conduct proper interaction. This reflects that online learning drives the learners into less human touch that creates tension and stress. Limited interactions between peers and in a normal social condition is proven to be the biggest cause of stress and anxiety.

Online learning is proven to be difficult to implement in the early childhood education since it has unfavorable impacts to the learners (Tatminsingsih et al., 2021). The reasons were clear enough, 1) most of the learners in the level do not have internet connection and devices (smartphone, computer, or laptop); 2) lack of parents’ support due to various reasons, such as, busy working or taking care of the household, cannot operate IT, or do not have IT equipment; 3) some of the children do not have the online learning materials; and 4) online learning does not follow the principles of early childhood learning (holistic, integrative, and comprehensive, as well as covering all aspect of children’s development).

It is proven by data that child abuse cases in Indonesia increased significantly within three weeks from March 12 to April 2, 2020 (Suyadi & Selvi, 2022). This was caused by the regulation of staying at home during the pandemic. Parents were not ready to stay at home 24 hours sometimes with no job that caused economic declines stimulate stress. Online learning also was impactful towards the psychological trauma and increased stress of parents which landed on the increase amount of child abuse (Suyadi & Selvi, 2022). There were physical, emotional, and verbal child abuse and negligence found during online learning. This happened since the children often assumed neglecting studies and missing gadgets. The stress levels in parents increased due to double jobs; original job and teacher at home. This phenomenon directly influences the learners’ mental health which adds the drawback they must face and contributes to the weakness of online learning. From the data, it can be concluded that parents experienced depression, worry, negative emotions, and adults’ anxiety. Child abuse does not only create trauma physically, yet also psychologically and socially.

Parents’ Drawbacks during Online Learning

When we discussed about online learning, most important party that takes part are parents. However, alongside with children, parents’ experiences during the online learning implementation also need to be investigated since they have big roles towards the learners’ learning outcomes and experiences.

Tatminsingsih et al (2021) revealed that parents also faced drawbacks during the implementation of online learning. There are some reasons of these difficulties, such as, 1) parents do not have the ability and skills to teach due to their academics background; 2) there are various assumptions obtained by parents, such as, the inability of teachers in implementing an optimal online learning process, incapability of teachers in monitoring the learners’ ability, inability to apply the best learning method since it used to be direct all the times and their children have limited attention span, parents believe that online learning costs more than the usual learning; and 3) parents do not have access to the same learning equipment as teachers. From the data, we can see that there is anxiety arisen that influence the parents’ perspectives.

Parents have high hopes for their children’s learning outcomes, especially in China. Thus, parents’ satisfaction of online learning also classified as parents’ experience. Parents mostly feel satisfied towards the online learning when they have fewer kids. This data was obtained by Lau et al., (2021). The result reflects that 1) parents with less children felt less stress during online learning and satisfied with its implementation; 2) parents who have high grades children felt more stressful and anxious towards the children’s learning outcomes; 3) parents with lower grades children felt more satisfied with the implementation of online learning. This data reflects that the higher the children’s grade, the more anxious parents be since they are afraid of the grades’ declines. Different to the parents with lower grades, they feel more tolerable with the rules and the procedure of online learning.

Online learning is much easier to be implemented within the learners with no special needs. However, it is much harder to be implemented within the learners with special needs. Thus, parental support and role are important in its implementation (Smith et al., 2016). The research obtained results which revealed that parents, in this context, needed to take an additional role as teacher at home. This means that the communication between teacher-parent needed to be strengthened for the sake of the children. Since
disable children need extra attention, parents also needed to be involved in the online learning as much as possible but still with barriers.

From the several data analyzed, we can conclude that parental engagement in the learner’s online learning during Covid-19 plays vital roles. Parents need to help their children to cope up and maintain their learning pace well. However, not all parents are ready with the greater responsibilities (Husain et al., 2020; Novianti & Garzia, 2020). The results from (Novianti & Garzia, 2020) revealed that amongst 148 samples, 81.7% parents were highly engaged with their children online learning, 80.4% carried out role in accompanying children in learning, 71.8% supervised their children study time, 69% recognized children’s learning obstacles, and 64.8% provided learning facilities. Research from Sari et al., (2021) added that personal issues appear that the parents struggled in giving attention to the children mostly the young learners since they need the extra attention to be involved in the virtual class. From the data, it can be concluded that even though the parents’ engagement and roles were high, the parents who provided learning facilities are still low. Meanwhile, one more important element of online learning is to have good learning facilities at home that can support its implementation, thus, the case of lack appropriate online learning environmental (Mirawati et al., 2020) at least can be decreased.

But, on the other hand, the research from Ludji & Marpaung (2021) revealed about the parents’ positive perception towards the online learning. Parents see that the online learning brings flexibility, individual experiences, minimize the Covid-19 virus spread, strengthen the relationship between parents-children, and increase the parents’ digital literacy as well as the teachers’ creativity in conducting the learning process.

The Lesson Learned

Covid-19 pandemic caused many huge changes in many sectors especially in education. Online learning becomes one of the solutions to keep the learning run although virtually. So many drawbacks faced by either learners or parents in its implementation. Alongside with the drawbacks, there are also many lessons can be learned from those. Firstly, teachers must be designing the learning creatively and innovatively thus children will not easily lose their attention towards the learning process. Secondly, parental realization in the context of online learning is very important. This statement means that online learning is very important to be conducted since it is the only way to keep the education run and probably can be a solution of post-pandemic learning thus parents also need to at least facilitate and engaged with the learners’ learning process. Thirdly, learners must train themselves harder thus they can be independently aware that adaptation and adjustment are the first rules as human. This means that they must soon learn that whatever learning method implemented, they must be able to adapt. Fourthly, the drawbacks by parents are mostly in form of anxiety and assumption. This means that the anxiety and assumption can be decreased by involving the parents more in the learning system itself thus can be shown how online learning is conducted which can convince them to think positively to the learning system. Fifthly, parents and learners must be cooperating with the school management and teachers thus the online learning can be run smoothly.

4. CONCLUSION

In addition, Tatminingsih et al (2021) stated that parents faced drawbacks as well during the online learning implementation. There are several reasons behind, such as, lack of teaching ability and skill due to academics’ background, misconception towards the cost of online learning, lack of equipment, and many more. Moreover, parents’ satisfaction is classified as experience. Parents with less children tend to feel satisfied and less stress. Parents who have high grades children feel more anxious with their learning outcomes. Parents with lower grades children have high tolerance with rules and procedures as well as the learning outcomes. Several lesson can be learned, such as, teachers must have creative and innovative learning design to prevent attention lost, parental realization in related context is important, and self-training learners can be benefited awareness and well-adapted and well-adjusted.

REFERENCES


